

Mursley CE School - Pupil premium strategy statement

1. Summary information					
School	Mursley CE School				
Academic Year	2016/17	Total PP budget	£6500	Date of most recent PP Review	N/A
Total number of pupils	45	Number of pupils eligible for PP	5	Date for next internal review of this strategy	Jan 2017

Attainment End of Academic Year 2015-2016			
	Mursley CE School Number of PP children	Pupils eligible for PP % reaching expected standard	National average Pupils not eligible for PP % reaching expected standard
End of EYFS – Good Level of Development	4	75%	66%
Phonics end of Year 1	2	50% see case studies for 1 pupil	81%
Phonics end of Year 2	NA	NA	NA
Reading end of KS1	1	100%	74%
Writing end of KS1	1	0%	65%
Maths end of KS1	1	100%	73%
Reading end of KS2			
Writing end of KS2			
Maths end of KS2			
GPS end of KS2			
Combined Reading, Writing and Maths			

2. Barriers to future attainment (for pupils eligible for PP including high ability)

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers (issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)

A. Speech and language issues

External barriers (issues which also require action outside school, such as low attendance rates)

B. Anger management/behaviour issues as a result of family instability (2/3 pupils)

C. Poor home learning environment /unstable home environment/children in care

3. Outcomes (It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve phonic outcomes at end of KS1 for PP children	100% PP pupils to achieve phonic pass mark (based on cohort known at Sept 2016)
B.	Improved emotional resilience and self-regulation of behaviour	Decrease in number of negative behaviour incidents recorded for identified pupil
C.	% of pupil premium pupil achieving the expected standard in reading, writing and maths will be line with their peers and demonstrate good progress from the EYFS.	100% of pupils achieving expected standard in reading and maths 100% achieving expected standard in writing 100% making at least expected progress from EYFS

3. Planned Expenditure for 2016 -2017

Quality of teaching for all

Desired outcome	Chosen Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Quality feedback supports children to make good progress in all subjects	Teachers to give immediate feedback Teachers to mark PP books first Teachers to ensure PP children response to marking is undertaken daily Teachers to address misconceptions immediately Training for new staff	Evidence base of research suggests quality feedback enables children to make good progress (John Hattie)	Regular work scrutinises by SLT Regular lesson observations by SLT Half termly data analysis	Carol-Anne McCollum David May Heidi Martin	Half termly
Total budget cost for quality teaching for all					£0
Targeted Support					
Improve the % of KS1 PP children to achieve age related in the phonic screening test. Minimum 75%	Phonics group 5x 20mins daily £25 per week – 2 groups = £50 per week	Proven improvements in children attaining the ARE phonics demonstrated.	Appoint advocate for Spelling scheme. Track spelling scores and test performances termly. Targeted spelling support for vulnerable children. Celebrate success and promote spelling rules and patterns in celebration workshops and displays Staff training	Theresa Wheeldon	Termly
Sustain the % of PP children reaching age related expectations	Maths intervention 1-1 basis Research interactive maths programme	The identified children are below age related expectations.	Tracking children's maths progress termly Targeted Maths support for vulnerable children	Heidi Martin David May Carol-Anne McCollum	6 weekly

in Maths.	(RM Maths) to support learning £300 Purchase, trial and evaluate. £300	Purchase of RM Maths programme will be based on in school trial, local liaison schools trials and evidence from internet searches.	Celebrate success and promote Maths in celebration worships and displays Staff training		
Sustain % of KS1 children working at age related expectations in maths to be inline with national.	Maths intervention – Post-Teaching sessions with PP pupils (5 x 20mins per week) with TA Targeted adult support in lessons As per need	Identified children are below age related expectations. Previous intervention has been effective in raising standards	Internal monitoring	Carol-Anne McCollum Laura Venturi	Half termly
Sustain % of KS1 children working at age related expectations to at least inline with national for Writing.	English intervention – 1 to 1 sessions with a TA –sentence writing 15 mins daily £684 per child	Identified children are below age related expectations. Previous intervention has been effective in raising standards	Internal monitoring	Carol-Anne McCollum David May	Half termly
100% of KS1 PP children to achieve age related expectations in Reading	3 x weekly reading 10 mins per child £285 per child	DFE Reading: the next steps, March 2015 paper evidence importance and impact of reading.	Monitor reading level for identified pupils half termly Monitor reading record book to ensure children are being heard read daily	TW	Half-termly
Total budget cost for targeted support					£4009

Other Approaches					
PP children's emotional wellbeing is improved.	Identified pupils to receive play therapy 2 X 12 sessions = £1200	Play therapy proven to impact on children's ability to deal with issues they have encountered.	Half termly sessions are planned and evaluated.	CAM	Half Termly
Improve S&L skills of identified pupils	SLT assessment and programme of support £1650	Daily speech therapy work is proven to deliver results for pupils with identified needs.	Review half termly	CAM	Half termly
Total allocated budget cost					£6859
Total unallocated budget for support as identified through the remainder of the academic year					NA

Review of Expenditure				
Previous Academic year	2015-2016			
Quality of Teaching for all				
Desired Outcome	Chosen Action	Impact	Lessons learned	Cost
Improve the % of pupils reaching ARE expectations all areas	Introduced Talk 4 Writing	Talk 4 Writing was introduced in Sept 2015. In the first few months pupils have demonstrated significant improvements in their approaches to writing across all genres. At the end of KS2 (Y6) 100% of PP pupils were working at the age related expectations	The initiative significantly improved the teaching and learning of writing across KS1. This initiative will be continued with targeted support for PP children to ensure they are accessing the	£500

		in Writing.	Talk 4 Writing process to develop their skills and approaches to writing to ensure they reach the ARE at the end of KS1.	
Targeted Support				
Improve outcomes for all pupil premium children through targeted support linked to individual needs	<p>Additional Phonics intervention daily £1368</p> <p>Daily reading £1140</p> <p>Daily maths intervention for Y2 child £684</p> <p>3x weekly writing support – Y2 child £570</p> <p>Handwriting intervention £285</p> <p>In class support KP during Literacy £570</p>	<p>Over 2015-16 Of the 4 children eligible for Pupil Premium. The following progress was made;</p> <ul style="list-style-type: none"> • 50% are working at ARE in Reading • 50% are working at the ARE in Maths • 50% are working at the ARE in Writing. • 1/3 Yr 1 pupils achieved phonic pass mark <p>(Yr 2 child achieved ARE in all areas)</p>	<p>Teachers reported that this benefited children, however 2 pupils had specific challenges in their lives, impacting on outcomes across the board.</p> <p>Beyond the difficulties experienced by pupils, good progress was seen for 1 pupil on their return to school following a 2 month absence.</p> <p>The EBD needs of 1 pupil have since been prioritised to ensure they are in a good place to access the curriculum</p>	

Other therapy	Pupils receiving SLT input £1650 Pupils receiving Play therapy £2500	Children addressing SLT needs and developing age appropriate speech and language skills. Children dealing with traumas experienced	For the identified LAC, this level of ongoing support will be required but has enabled children to close the gap with S&L skills. Children addressing traumas they have experienced	£4150 (additional funding received to cover costs)
All children to participate in enrichment activities	Enriched curriculum £160	Funding has been used to fund places on extra-curricular clubs and educational visits. This has ensured that all children are fully included and has helped to develop social and emotional skills.	This approach ensures equality of access for all children.	
Total expenditure				£4777